

## AQUATIC WILD Links/English Language Arts

Activity Title: Designing A Habitat			Activity Guide Page #: 20
Objective(s): Students will: identify the components of habitat that are essential for most aquatic animals to survive.			
Method/Overview: Students design a habitat suitable for aquatic wildlife to survive in a zoo or an aquarium.			
Subject Area(s): Science, Language Arts			Grade Level(s): 4-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to ensure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Elementary Grades 3-4 1. Determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.	<u>Procedure #3</u> Ask each group to be responsible for designing an artificial habitat in which their animal could successfully live. Inform them that each team will be expected to conduct library research.	<ul style="list-style-type: none"> <li>Allow students access to the Internet</li> </ul>
	Elementary Grades 3-4 2. Adjust reading speed to suit purpose and difficulty of the material.	<u>Procedure #3</u>	
	Middle Grades 5-8 1. Formulate questions to be answered while reading.	<u>Procedure #3</u>	
	Middle Grades 5-8 2. Reflect on what has been discovered and learned while reading, and formulate additional questions.	<u>Procedure #3</u>	
	Middle Grades 5-8 3. Identify specific devices an author uses to involve readers.	<u>Procedure #3</u>	
	Middle Grades 5-8 4. Use specific strategies (e.g., rereading, consultation) to clear up confusing parts of a text.	<u>Procedure #3</u>	
	Middle Grades 5-8 7. Summarize whole texts by selecting and summarizing important and representative passages.	<u>Procedure #3</u>	

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	Middle Grades 5-8 8. Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).	<u>Procedure #3</u>	
	Middle Grades 5-8 9. Explain orally and defend opinions formed while reading and viewing.	<u>Procedure #3</u>	
	Middle Grades 5-8 10. Adjust viewing and listening strategies in order to comprehend materials viewed and heard.	<u>Procedure #3</u>	
	Middle Grades 5-8 11. Generate and evaluate the notes they have taken from course-related reading, listening, and viewing.	<u>Procedure #3</u>	
	Secondary Grades 1. Demonstrate an understanding that reading is a gradual process of constructing meaning and revising initial understandings.	<u>Procedure #3</u>	
	Secondary Grades 2. Demonstrate an understanding that a single text will elicit a wide variety of responses, each of which may be the point of view of the individual reader or listener.	<u>Procedure #3</u>	
	Secondary Grades 8. Find the meaning of relatively uncommon technical terms used in informational texts.	<u>Procedure #3</u>	
	Secondary Grades 11. Represent key ideas and supporting details in various written forms (e.g., outline, paraphrase, concise summary).	<u>Procedure #3</u>	
English/Language Arts	Elementary Grades 3-4	<u>Procedure #5</u>	

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B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	1. Demonstrate awareness of the culture and geography pertinent to the texts they read.	Once the models are complete, ask each team to report to the rest of the class.	
	Elementary Grades 3-4 11. Apply effective strategies to the reading and use of nonfiction (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) using texts with an appropriate complexity of content and sophistication of style.	<u>Procedure #3</u> Ask each group to be responsible for designing an artificial habitat in which their animal could successfully live. Inform them that each team will be expected to conduct library research or consult research materials.	
	Middle Grades 5-8 2. Identify specific interests and questions and pursue them by identifying pertinent literature and media.	<u>Procedure #3</u> Ask each group to be responsible for designing an artificial habitat in which their animal could successfully live. Inform them that each team will be expected to conduct library research or consult research materials or resource people to determine the life requirements of each creature. In addition, they must investigate and establish the characteristics of the natural habitat of the animals.	
	Middle Grades 5-8 9. Apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries), which have an appropriate complexity of content and sophistication of style.	<u>Procedure # 3</u>	
	Secondary Grades 8. Apply mature strategies to the reading and interpretation of lengthy adult level nonfiction texts with appropriate complexity of content and sophistication of style.	<u>Procedure # 3</u>	
English/Language Arts C. Language and Images	Elementary Grades 3-4 3. Identify the use of nonverbal cues in	<u>Procedure #3</u> Consult research materials or resource people to determine	

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Students will demonstrate an understanding of how words and images communicate.	conversations.	the life requirements of each creature. In addition, they must investigate and establish the characteristics of the natural habitat of the animals.	
	Elementary Grades 3-4 3. Identify the use of nonverbal cues in conversations.	<u>Extension #3</u> Discuss the reasons for and against keeping aquatic wildlife in captivity in zoos and aquaria.	
	Middle Grades 5-8 4. Use knowledge of the fundamental parts of speech when writing and speaking.	<u>Procedure # 3</u>	
English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Elementary Grades 3-4 1. Use information contained in chapter and section headings, topic sentences, and summary sentences to construct the main ideas.	<u>Procedure # 3</u>	
	Elementary Grades 3-4 2. Use various informational parts of a text (e.g., index, table of contents, glossary, appendices).	<u>Procedure # 3</u>	
	Elementary Grades 3-4 4. Summarize informational texts (e.g., identify the main idea or concept and the supporting detail).	<u>Procedure # 3</u>	
	Elementary Grades 3-4 7. Recognize when and how new information in a text connects to prior knowledge.	<u>Procedure # 3</u>  <u>Procedure #4</u> When the research is complete, each team of students is to design and build a model or small replica of a zoo exhibit or aquarium habitat, which would be suitable for their animal's survival and comfort in captivity. . .	
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Elementary Grades 3-4 2. Use print and non-print resources (e.g., encyclopedias, dictionaries, people, indexes) to gather information on research topics.	<u>Procedure #3</u> Inform them that each team will be expected to conduct library research or consult research materials or resource people to determine the life requirements of each creature.	
	Elementary Grades 3-4 3. Present information obtained from research in a way that combines various	<u>Procedure #4</u> When the research is complete, each team of students is to design and build a model or small replica of a zoo exhibit or	

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	forms of information (e.g., maps, charts, photos).	aquarium habitat, which would be suitable for their animal's survival and comfort in captivity.	
	Middle Grades 5-8 1. Collect and synthesize data for research topics from interviews and fieldwork, using note taking and other appropriate strategies.	<u>Procedure #3</u> Ask each group to be responsible for designing an artificial habitat in which their animal could successfully live. Inform them that each team will be expected to conduct library research or consult research materials or resource people to determine the life requirements of each creature. . .	
	Secondary Grades 1. Develop an appropriate strategy for finding information on a particular topic.	<u>Procedure #3</u>	
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Elementary Grades 3-4 7. Use a variety of media and technological resources to make creative and expository oral presentations.	<u>Procedure #5</u> Ask each team to report to the class. Point out how their models are designed to meet the needs of the animal.	
	Middle Grades 5-8 6. Write and deliver oral presentations that achieve distinct purposes (e.g., to summarize, to narrate, to inform, to explain).	<u>Procedure #5</u> Once the models are complete, ask each team to report to the rest of the class. Each report should include a description of the basic biological needs of each animal as well as a description of the characteristics of its natural habitat. . .	
	Secondary Grades 5. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).	<u>Procedure #5</u>	
English/Language Arts F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken	Middle Grades 5-8 2. Demonstrate command of the conventions necessary to make an informal speech or presentation, effectively engaging peers and fielding	<u>Procedure #5</u> Ask each team to report to the rest of the class.	

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English.	responses.		
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Elementary Grades 3-4 4. Report orally and summarize personal discoveries they have made as a result of reading and viewing.	<u>Procedure #5</u> Ask each team to report to the rest of the class. <u>Procedure #7</u> Ask the students to summarize the components of habitat that seemed to be necessary for the survival of the aquatic animals they studied. (Food, water, shelter and space in a suitable arrangement would be the minimum necessary components.)	
	Elementary Grades 3-4 6. Summarize central concepts from oral presentations.	<u>Evaluation #2</u> Pick an aquatic mammal, fish, amphibian or other aquatic animal. Describe the biological characteristics of the animal and the kind of habitat requirements it has in order to survive. . .	
English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Secondary Grades 3. Use discussions with peers as a way of understanding information.	<u>Extension #3</u> Discuss the reasons for and against keeping aquatic wildlife in captivity in zoos and aquaria.	
	Middle Grades 5-8 6. Describe new knowledge presented in informational texts and how it can be used.	<u>Procedure #4</u> When the research is complete, each team of students is to design and build a model or small replica of a zoo exhibit or aquarium habitat, which would be suitable for their animal's survival and comfort in captivity. . .	

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Activity Title: WHALE OF A TAIL			Activity Guide Page #: 26
Objective(s): Students will: describe the sizes of different great whales compared to their own body size.			
Method/Overview: Students use computational, graphing and measuring techniques to draw or sculpture life size replicas of whales on their school grounds.			
Subject Area(s): Science, Math, Language Arts			Grade Level(s): 2-8
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to ensure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Elementary Grades Pre-K-2 2. Demonstrate an understanding that reading is a way to gain information about the world.	<u>Procedure #2</u> Gather information about the life history of the whale they are studying to report to the class later.	
	Elementary Grades Pre-K-2 4. Recognize and use rereading as an aid to developing fluency and to understanding appropriate material.	<u>Procedure #2</u>	
	Elementary Grades Pre-K-2 5. Figure out unknown words using a variety of strategies including rereading, context clues, and knowledge of word structures and letter-sound relationships.	<u>Procedure #2</u>	
	Elementary Grades Pre-K-2 6. Recognize and use clues within the text (sentence structure, word meanings), rereading, and other strategies as aids in developing fluency and comprehension.	<u>Procedure #2</u>	
	Elementary Grades Pre-K-2 7. Ask questions and give other responses after listening to presentations by the teacher or classmates.	<u>Procedure #8</u> Listen to the team, whose whale this is, present their report on the whale.	
	Elementary Grades 3-4 1. Determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.	<u>Procedure #2</u> Have the students go to reference sources.	

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	Elementary Grades 3-4 2. Adjust reading speed to suit purpose and difficulty of the material.	<u>Procedure #2</u>	
	Middle Grades 5-8 1. Formulate questions to be answered while reading.	<u>Procedure #2</u>	
	Middle Grades 5-8 2. Reflect on what has been discovered and learned while reading, and formulate additional questions.	<u>Procedure #2</u>	
	Middle Grades 5-8 4. Use specific strategies (e.g., rereading, consultation) to clear up confusing parts of a text.	<u>Procedure #2</u>	
	Middle Grades 5-8 6. Identify accurately both the author's purpose and the author's point of view.	<u>Procedure #2</u>	
	Middle Grades 5-8 7. Summarize whole texts by selecting and summarizing important and representative passages.	<u>Procedure #2</u>	
	Middle Grades 5-8 8. Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).	<u>Procedure #2</u>	
	Middle Grades 5-8 9. Explain orally and defend opinions formed while reading and viewing.	<u>Procedure #2</u>	
	Middle Grades 5-8 10. Adjust viewing and listening strategies in order to comprehend materials viewed and heard.	<u>Procedure #2</u>	
	Middle Grades 5-8 11. Generate and evaluate the notes they have taken from course-related reading, listening, and viewing.	<u>Procedure #2</u>	
English/Language Arts	Elementary Grades 3-4	<u>Procedure #8</u>	



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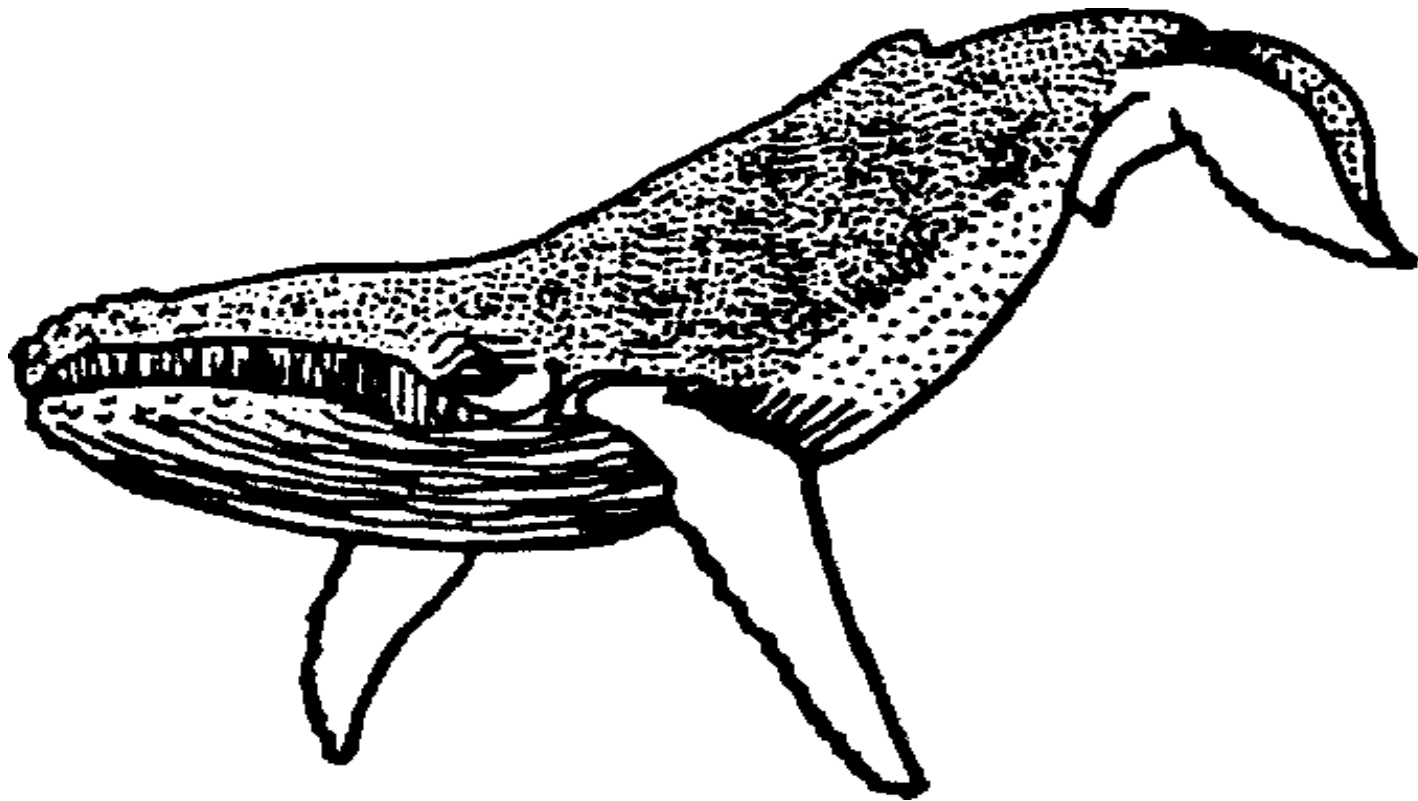
B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	3. Respond to speakers in a variety of ways (e.g., listening attentively, responding politely).	Listen to the team whose whale this is present their report on the whale. The students listening to the report might sit inside the outline of the whale while the report is being given . . .	
	Elementary Grades 3-4 4. Share responses to quality literature with peers, citing reasons and making comparisons to other reading, or viewing, or to life experiences.	<u>Procedure #8</u>	
	Elementary Grades 3-4 11. Apply effective strategies to the reading and use of nonfiction (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) using texts with an appropriate complexity of content and sophistication of style.	<u>Extension #2</u> Research the current status of all species of whales. Find out about the work of the International Whaling Commission.	
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Elementary Grades Pre-K-2 3. Record and share information gathered.	<u>Procedure #2</u> Have the students go to reference sources to find out the sizes of the whales. Students should gather information about the life history of the whale they are studying to report to the class later.	
	Elementary Grades 3-4 2. Use print and non-print resources (e.g., encyclopedias, dictionaries, people, indexes) to gather information on research topics.	<u>Procedure #2</u>	
	Middle Grades 5-8 6. Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics.	<u>Procedure #2</u>	
	Middle Grades 5-8 7. Use search engines and other Internet resources to collect information for research topics.	<u>Extension #2</u> Research the current status of all species of whales. Find out about the work of the International Whaling Commission.	
English/Language Arts G. Stylistic and Rhetorical Aspects	Elementary Grades 3-4 4. Write pieces that show awareness of a	<u>Extension #3</u> Prepare a bill of rights for all whales.	

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of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	variety of intended audiences and identifiable purposes.		
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Elementary Grades Pre-K-2 1. Tell about experiences and discoveries, both orally and in writing.	<u>Procedure #8</u> Present their report on the whale.	
	Elementary Grades 3-4 4. Report orally and summarize personal discoveries they have made as a result of reading and viewing.	<u>Procedure #8</u>	
English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Elementary Grades 3-4 3. Read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).	<u>Procedure #2</u> Students should gather information about the life history of the whale.	
English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Elementary Grades 3-4 4. Make observations about the use of language and graphic symbols encountered in various real-life situations.	<u>Extension #3</u> Prepare a bill of rights for all whales.	
English/Language Arts B. Literature and Culture Students will use reading, listening,	Middle Grades 5-8 9. Apply effective strategies to the reading and use of moderately long	<u>Procedure #2</u> Have the students go to reference sources to find out the sizes of the whales or provide this information for them. At	

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and viewing strategies to experience, understand, and appreciate literature and culture.	nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries), which have an appropriate complexity of content and sophistication of style.	the same time the students should gather information about the life history of the whale they are studying to report to the class later. They should try to find out such things as the characteristics of the whale, what it eats, how it reproduces and cares for its young, its migration routes, its history in terms of whaling, and its current status.	
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Activity Title: RIPARIAN RETREAT			Activity Guide Page #: 34
Objective(s): Students will: 1) describe habitat characteristics of riparian areas; 2) identify animals that inhabit them; and 3) state the importance of riparian areas to wildlife and humans.			
Method/Overview: Awareness of a riparian zone is created through the use of a simulated field trip and artwork.			
Subject Area(s): Language Arts, Science			Grade Level(s): 6-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to ensure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Middle Grades 5-8 10. Adjust viewing and listening strategies in order to comprehend materials viewed and heard.	<u>Procedure #1</u> Encourage the students to talk and share descriptions of any area by a stream or riverbank they may have been to – or at least have seen pictures of.	
	Middle Grades 5-8 11. Generate and evaluate the notes they have taken from course-related reading, listening, and viewing.	<u>Procedure #4</u> Ask them to describe their favorite images. Students select art materials. Each should draw or paint his or her favorite images on the paper provided . . .	
	Secondary Grades 11. Represent key ideas and supporting details in various written forms (e.g., outline, paraphrase, concise summary).	<u>Procedure #5</u> Ask the students to identify some of the characteristics of riparian areas. . . reasons that riparian areas are important and have value – intrinsic value as well as value to wildlife and humans.	
English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Middle Grades 5-8 4. Use knowledge of the fundamental parts of speech when writing and speaking.	<u>Extension #3</u> Put your descriptions in writing – if you have not already! Combine words and pictures to convey some of the diversity in riparian areas.	
	Secondary Grades 1. Demonstrate an understanding of the relationship among perception, thought, and language.	<u>Procedure #4</u>	
	Secondary Grades 6. Use dictionaries, handbooks, and other language-related resources to evaluate the accuracy of their use of English.	<u>Extension #3</u> Put your descriptions in writing – if you have not already! Combine words and pictures to convey some of the diversity in riparian areas.	

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English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Middle Grades 5-8 7. Write pieces and make remarks that use descriptive language to clarify, enhance, and develop ideas.	<u>Extension #3</u> Put your descriptions in writing – if you have not already! Combine words and pictures to convey some of the diversity in riparian areas. <u>Evaluation #4</u> Describe your position on a plan to develop a riparian habitat for recreational use by hikers, bird watchers and other “low impact” users . . . <u>Procedure #4</u> Ask them to describe their favorite images.	
	Secondary Grades 2. Write pieces and deliver oral presentations that effectively use descriptive language to clarify, enhance, and develop ideas.	<u>Extension #3, Evaluation #4 and Procedure #4</u>	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Middle Grades 5-8 3. Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.	<u>Procedure #5</u> Ask students to list, describe, and discuss some of the many reasons that riparian areas are important and have value.	
English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Secondary Grades 3. Use discussions with peers as a way of understanding information.	<u>Procedure #5</u> Ask students to list, describe, and discuss some of the many reasons that riparian areas are important and have value.	

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Activity Title: MERMAIDS AND MANATEES			Activity Guide Page #: 44
Objective(s): Students will: 1) describe how imaginary creatures may be inspired by actual animals: 2) distinguish between mythical and actual aquatic wildlife: and 3) give examples of how wildlife can inspire myth and art.			
Method/Overview: Students describe aquatic animals using a narrative style of writing, which in turn is the basis for a drawing or painting done by classmates.			
Subject Area(s): Language Arts, Science			Grade Level(s): 4-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to ensure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Elementary Grades 3-4 1. Determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.	<u>Procedure #6</u> Allow them to use any references or resources that are available.	
	Elementary Grades 3-4 2. Adjust reading speed to suit purpose and difficulty of the material.	<u>Procedure #6</u>	
	Middle Grades 5-8 1. Formulate questions to be answered while reading.	<u>Procedure #6</u>	
	Middle Grades 5-8 2. Reflect on what has been discovered and learned while reading, and formulate additional questions.	<u>Procedure #6</u>	
	Middle Grades 5-8 4. Use specific strategies (e.g., rereading, consultation) to clear up confusing parts of a text.	<u>Procedure #6</u>	
	Middle Grades 5-8 6. Identify accurately both the author's purpose and the author's point of view.	<u>Procedure #7</u> Once the research is finished, ask each crew to begin to develop the written descriptions they are going to present to the other crews . . .	
	Middle Grades 5-8 7. Summarize whole texts by selecting and summarizing important and representative passages.	<u>Procedure #7</u>	

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	Middle Grades 5-8 8. Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).	<u>Procedure #8</u> Once the descriptions are complete, each crew should prepare to read their group's description to another crew. It is useful to have the descriptions copied so they can be exchanged in writing, as well as prepared to be read aloud.	
	Middle Grades 5-8 9. Explain orally and defend opinions formed while reading and viewing.	<u>Procedure #6</u> Have the different crews find out as much as they can about their animal's actual appearance, behavior and habitat. Allow them to use any references or resources that are available.	
	Middle Grades 5-8 10. Adjust viewing and listening strategies in order to comprehend materials viewed and heard.	<u>Procedure #10</u> They should also now reveal their original source photos or specimens, looking for similarities and differences.	
	Secondary Grades 1. Demonstrate an understanding that reading is a gradual process of constructing meaning and revising initial understandings.	<u>Procedure #9</u> Have each crew choose one other crew to work with. Provide written descriptions. The crew who receives the description then must create an image of the creature that was described. Reverse and repeat the process so that both of the paired crews have written descriptions to work with.	
	Secondary Grades 3. Identify the author's purpose and analyze the effects of that purpose on the text.	<u>Procedure #7</u>	
	Secondary Grades 8. Find the meaning of relatively uncommon technical terms used in informational texts.	<u>Procedure #7</u>	
	Secondary Grades 11. Represent key ideas and supporting details in various written forms (e.g., outline, paraphrase, concise summary).	<u>Procedure #11</u> Display the original source pictures.	
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Elementary Grades 3-4 3. Respond to speakers in a variety of ways (e.g., listening attentively, responding politely).	<u>Procedure #8</u>	
	Elementary Grades 3-4	<u>Extension #2</u>	

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	10. Apply effective strategies to the reading and interpretation of fiction (e.g., fantasies, fables, myths, mysteries, realistic and historical fiction, adventures, and humorous tales) that is appropriately complex in terms of character, plot, theme, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.	Research historical mythic creatures and propose animals that may have provided the source.	
	Elementary Grades 3-4 11. Apply effective strategies to the reading and use of nonfiction (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) using texts with an appropriate complexity of content and sophistication of style.	<u>Procedure #6</u> Have the different crews find out as much as they can about their animal's actual appearance, behavior and habitat. Allow them to use any references or resources that are available.	
	Middle Grades 5-8 2. Identify specific interests and questions and pursue them by identifying pertinent literature and media.	<u>Procedure #6</u>	
	Middle Grades 5-8 8. Apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately complex in terms of character, plot, theme, structure, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.	<u>Extension #2</u> Research historical mythic creatures and propose animals that may have provided the source.	
	Middle Grades 5-8 9. Apply effective strategies to the	<u>Procedure #6</u>	



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	reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries), which have an appropriate complexity of content and sophistication of style.		
	Middle Grades 5-8 11. Read literature and view films which illustrate distinct cultures in various types of works and formulate and defend opinions gathered from the experience.	<u>Extension #2</u>	
	Secondary Grades 7. Apply mature strategies to the reading and interpretation of lengthy adult level fiction, (e.g., satires, parodies, plays, poems, novels) using texts that are complex in terms of character, plot, theme, structure, and dialogue and sophisticated in style, point of view, and use of literary devices.	<u>Extension #2</u>	
	Secondary Grades 8. Apply mature strategies to the reading and interpretation of lengthy adult level nonfiction texts with appropriate complexity of content and sophistication of style.	<u>Extension #2</u>	
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Elementary Grades 3-4 2. Use print and non-print resources (e.g., encyclopedias, dictionaries, people, indexes) to gather information on research topics.	<u>Procedure #6</u>  <u>Extension #2</u>	
	Elementary Grades 3-4 4. Distinguish between facts encountered in documents, narratives, and other	<u>Procedure #12</u> Ask the students to summarize and review the steps they took, analyzing where they seemed most accurate and	

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	sources and the generalizations or interpretations a person draws concerning those facts.	inaccurate. Emphasize how readily descriptions can be distorted so as to provide exaggerations of what is described.	
	Middle Grades 5-8 6. Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics.	<u>Procedure #6</u> <u>Extension #2</u>	
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Elementary Grades 3-4 1. Write pieces and make remarks that begin to use descriptive language that clarifies, enhances, and develops ideas.	<u>Extension #1</u> Write a mythic story about a real aquatic creature. Show how the myth might have a basis in fact. <u>Procedure #7</u> Develop written descriptions.	
	Middle Grades 5-8 7. Write pieces and make remarks that use descriptive language to clarify, enhance, and develop ideas.	<u>Extension #1</u> <u>Procedure #7</u>	
	Secondary Grades 2. Write pieces and deliver oral presentations that effectively use descriptive language to clarify, enhance, and develop ideas.	<u>Extension #1</u> <u>Procedure #7</u>	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Elementary Grades 3-4 4. Report orally and summarize personal discoveries they have made as a result of reading and viewing.	<u>Procedure #7</u> Once the research is finished, ask each crew to begin to develop the written descriptions they are going to present to the other crews.	
	Middle Grades 5-8 3. Ask questions and apply personal interpretations in class discussion following speeches and oral	<u>Procedure #9</u> The crew who receives the description then must create an image of the creature that was described. Limit the number of questions the crews can ask of each other.	

## AQUATIC WILD Links/English Language Arts

	presentations.		
English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Elementary Grades 3-4 3. Read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).	<u>Procedure #6</u>  <u>Extension #2</u>	
	Secondary Grades 1. Scan a passage to determine whether a text contains relevant information.	<u>Procedure #6</u> <u>Extension #2</u>	
	Secondary Grades 6. Explain how new information from a text changes personal knowledge.	<u>Extension #3</u> Many times people only see part of an aquatic animal while the rest of the creature's body may remain unseen in dark or murky water. To simulate that experience, cover up most of a photograph of an aquatic animal. The animal's identity should not be obvious. . .	
English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Secondary Grades 1. Demonstrate an understanding of the relationship among perception, thought, and language.	<u>Procedure #9</u> <u>Procedure #10</u> Once both crews have completed their images, they should compare the written or oral descriptions with the resulting artwork. They should also now reveal their original source photos or specimens, looking for similarities and differences.	

# AQUATIC WILD Links/English Language Arts

Activity Title: KELP HELP			Activity Guide Page #: 48
Objective(s): Students will: list and describe different ways that kelp can be beneficial to humans, wildlife and the environment.			
Method/Overview: Students research kelp, create a mural and report to the class about their findings.			
Subject Area(s): Science, Language Arts			Grade Level(s): 6-8
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to ensure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Middle Grades 5-8 1. Formulate questions to be answered while reading.	<u>Procedure #1</u> Divide the class into groups of four or five students. Assign (or have the students choose) topics such as the following to research related to kelp.	
	Middle Grades 5-8 2. Reflect on what has been discovered and learned while reading, and formulate additional questions.	<u>Procedure #1</u>	
	Middle Grades 5-8 4. Use specific strategies (e.g., rereading, consultation) to clear up confusing parts of a text.	<u>Procedure #1</u>	
	Middle Grades 5-8 7. Summarize whole texts by selecting and summarizing important and representative passages.	<u>Procedure #1</u> <u>Extension #1</u> Investigate other aquatic plants and their role in aquatic habitats.	
	Middle Grades 5-8 8. Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).	<u>Procedure #1</u>	
	Middle Grades 5-8 9. Explain orally and defend opinions formed while reading and viewing.	<u>Procedure #4</u> Lead a class discussion about kelp, algae and the other freshwater and marine “weeds,” inviting the students to react to the information and insights shared by each group.	

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	Middle Grades 5-8 10. Adjust viewing and listening strategies in order to comprehend materials viewed and heard.	<u>Procedure #2</u> Once the research is finished, have each group visually summarize its findings on a large sheet of paper.	
	Middle Grades 5-8 11. Generate and evaluate the notes they have taken from course-related reading, listening, and viewing.	<u>Procedure #1</u>	
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Middle Grades 5-8 6. Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics.	<u>Procedure #1</u>	
English/Language Arts F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.	Middle Grades 5-8 2. Demonstrate command of the conventions necessary to make an informal speech or presentation, effectively engaging peers and fielding responses.	<u>Procedure #3</u> Verbally report on their findings.	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Middle Grades 5-8 3. Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.	<u>Procedure #4</u> Lead a class discussion about kelp, algae and the other freshwater and marine "weeds", inviting the students to react to the information and insights shared by each group.	
English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Middle Grades 5-8 6. Describe new knowledge presented in informational texts and how it can be used.	<u>Evaluation #1</u> What is kelp? Write a paragraph and draw a picture to illustrate your response. <u>Evaluation #2</u> Describe two ways that kelp is helpful to humans, wildlife, and aquatic habitats.	

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Activity Title: WETLAND METAPHORS			Activity Guide Page #: 56
Objective(s): Students will: 1) describe the characteristics of wetlands; and 2) demonstrate their understanding of the importance of wetlands to wildlife and humans.			
Method/Overview: Students are presented with a selection of "hands-on" objects for investigation as metaphors for natural functions of wetlands.			
Subject Area(s): Science, Language Arts			Grade Level(s): 1-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Elementary Grades Pre-K-2 3. Make and confirm predictions about what will be found in a text.	<u>Procedure #4</u> With their list as a point of reference, help the students identify which plants and animals are actually most likely to be found in a wetland . . .	
	Elementary Grades Pre-K-2 5. Figure out unknown words using a variety of strategies including rereading, context clues, and knowledge of word structures and letter-sound relationships.	<u>Procedure #4</u>	
	Elementary Grades Pre-K-2 6. Recognize and use clues within the text (sentence structure, word meanings), rereading, and other strategies as aids in developing fluency and comprehension.	<u>Procedure #4</u>	
	Elementary Grades Pre-K-2 7. Ask questions and give other responses after listening to presentations by the teacher or classmates.	<u>Procedure #4</u>	
	Elementary Grades 3-4 1. Determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.	<u>Procedure #4</u>	
	Elementary Grades 3-4 2. Adjust reading speed to suit purpose and difficulty of the material.	<u>Procedure #4</u>	

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	Elementary Grades 3-4 5. Read a variety of narrative and informational texts independently and fluently.	<u>Procedure #4</u>	
	Middle Grades 5-8 1. Formulate questions to be answered while reading.	<u>Procedure #4</u>	
	Middle Grades 5-8 2. Reflect on what has been discovered and learned while reading, and formulate additional questions.	<u>Procedure #4</u>	
	Middle Grades 5-8 4. Use specific strategies (e.g., rereading, consultation) to clear up confusing parts of a text.	<u>Procedure #4</u>	
	Middle Grades 5-8 6. Identify accurately both the author's purpose and the author's point of view.	<u>Procedure #4</u>	
	Middle Grades 5-8 8. Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).	<u>Procedure #4</u>	
	Middle Grades 5-8 9. Explain orally and defend opinions formed while reading and viewing.	<u>Procedure #4</u>	
	Middle Grades 5-8 10. Adjust viewing and listening strategies in order to comprehend materials viewed and heard.	<u>Procedure #9</u> Following discussion and review of the functions represented by each metaphor, ask the students to summarize the major roles that wetlands perform in contributing to habitat for wildlife . . .	
	Middle Grades 5-8 11. Generate and evaluate the notes they have taken from course-related reading, listening, and viewing.	<u>Procedure #5</u> Next provide the students with background information to serve as an overview to the basic ecological activities that characterize the wetland habitat . . . <u>Procedure #9</u>	

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	<p>Secondary Grades</p> <p>1. Demonstrate an understanding that reading is a gradual process of constructing meaning and revising initial understandings.</p>	<u>Procedure #4</u>	
	<p>Secondary Grades</p> <p>2. Demonstrate an understanding that a single text will elicit a wide variety of responses, each of which may be the point of view of the individual reader or listener.</p>	<u>Procedure #4</u>	
	<p>Secondary Grades</p> <p>6. Use the context of a work to determine the figurative, idiomatic, and technical meanings of terms.</p>	<u>Procedure #4</u>	
	<p>Secondary Grades</p> <p>7. Use the context of a work to determine the meanings of abbreviations and acronyms.</p>	<u>Procedure #4</u>	
	<p>Secondary Grades</p> <p>8. Find the meaning of relatively uncommon technical terms used in informational texts.</p>	<u>Procedure #4</u>	
<p>English/Language Arts</p> <p>B. Literature and Culture</p> <p>Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.</p>	<p>Elementary Grades Pre-K-2</p> <p>4. Distinguish between fiction and nonfiction.</p>	<u>Procedure #4</u>	
	<p>Elementary Grades 3-4</p> <p>3. Respond to speakers in a variety of ways (e.g., listening attentively, responding politely).</p>	<p><u>Procedure #2</u></p> <p>Discuss the variety of wetlands found in your local area, state, country, etc. . .</p> <p><u>Procedure #4</u></p> <p><u>Procedure #6</u></p> <p>Then, as a group, they must figure out how the object could represent what a wetland is or does.</p> <p><u>Procedure #9</u></p>	



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	Elementary Grades 3-4 4. Share responses to quality literature with peers, citing reasons and making comparisons to other reading, or viewing, or to life experiences.	<u>Procedure #6</u> Now bring out the “Mystery Metaphor Container.” Tell the students that everything in the container has something to do with a wetland. . . <u>Procedure #7</u> Have a student from each group reach into the container and withdraw one object, ask students to work as a team to describe the relationships between their metaphoric object and the wetland. . . <u>Procedure #9</u>	
	Elementary Grades 3-4 11. Apply effective strategies to the reading and use of nonfiction (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) using texts with an appropriate complexity of content and sophistication of style.	<u>Procedure #4</u>	
	Middle Grades 5-8 2. Identify specific interests and questions and pursue them by identifying pertinent literature and media.	<u>Procedure #4</u>	
	Middle Grades 5-8 9. Apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries) which have an appropriate complexity of content and sophistication of style.	<u>Procedure #4</u>	
	Secondary Grades 3. Make abstract connections (e.g., connections about thoughts, ideas, values) between their own lives and the characters, events, and circumstances represented in various works.	<u>Procedure #10</u> For the final part of this activity, encourage the students’ understanding of how the wetlands’ condition depends upon each of us. Many kinds of wildlife depend upon wetlands. Our own well-being requires wetland ecosystems . . .	
	Secondary Grades	<u>Procedure #4</u>	

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	8. Apply mature strategies to the reading and interpretation of lengthy adult level nonfiction texts with appropriate complexity of content and sophistication of style.		
English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Elementary Grades Pre-K-2 1. Distinguish between and make observations about formal and informal uses of English.	<u>Procedure #4</u>	
	Elementary Grades 3-4 3. Identify the use of nonverbal cues in conversations.	<u>Procedure #3</u> Invite students to tell what they imagined. Compile a list of their offerings. . .	
	Elementary Grades 3-4 3. Identify the use of nonverbal cues in conversations.	<u>Procedure #3</u> <u>Procedure #7</u> <u>Procedure #8</u> Ask each group to report their ideas to the class. <u>Procedure #9</u>	
	Middle Grades 5-8 4. Use knowledge of the fundamental parts of speech when writing and speaking.	<u>Procedure #3</u> <u>Procedure #6</u> <u>Procedure #7</u> <u>Procedure #8</u> <u>Procedure #9</u>	
	Secondary Grades 1. Demonstrate an understanding of the relationship among perception, thought, and language.	<u>Procedure #9</u>	
English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Elementary Grades Pre-K-2 1. Understand the main idea of simple expository information.	<u>Procedure #4</u> With their list as a point of reference, help the students identify which plants and animals are actually most likely to be found in a wetland. . .	
	Elementary Grades 3-4 1. Use information contained in chapter and section headings, topic sentences, and summary sentences to construct the main ideas.	<u>Procedure #4</u>	
	Elementary Grades 3-4 2. Use various informational parts of a	<u>Procedure #4</u>	

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	text (e.g., index, table of contents, glossary, appendices).		
	Elementary Grades 3-4 3. Read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).	<u>Procedure #4</u>	
	Elementary Grades 3-4 4. Summarize informational texts (e.g., identify the main idea or concept and the supporting detail).	<u>Procedure #4</u>	
	Elementary Grades 3-4 5. Recognize when a text is primarily intended to instruct or to persuade.	<u>Procedure #4</u>	
	Elementary Grades 3-4 6. Understand common technical terms used in instructional and informational texts.	<u>Procedure #4</u>	
	Elementary Grades 3-4 7. Recognize when and how new information in a text connects to prior knowledge.	<u>Procedure #4</u>	
	Middle Grades 5-8 1. Seek appropriate assistance when attempting to comprehend challenging text.	<u>Procedure #4</u>	
	Middle Grades 5-8 2. Identify useful information organizing strategies.	<u>Procedure #4</u>	
	Middle Grades 5-8 4. Identify different ways in which informational texts are organized.	<u>Procedure #4</u>	
	Middle Grades 5-8 5. Produce and support generalizations acquired from informational text.	<u>Procedure #4</u>	
	Middle Grades 5-8 6. Describe new knowledge presented in informational texts and how it can be used.	<u>Procedure #4</u>	
	Middle Grades 5-8 7. Identify common technical terms used in informational texts.	<u>Procedure #4</u>	

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	Middle Grades 5-8 8. Use the various parts of a text (index, table of contents, glossary) to locate specific information.	<u>Procedure #4</u>	
	Secondary Grades 1. Scan a passage to determine whether a text contains relevant information.	<u>Procedure #4</u>	
	Secondary Grades 2. Distinguish between apparent fact and opinion in nonfiction texts.	<u>Procedure #4</u>	
	Secondary Grades 3. Use discussions with peers as a way of understanding information.	<u>Procedure #3</u> Invite the students to tell what they imagined. Compile a list of offerings. Encourage discussion and mutual sharing. <u>Procedure #2 and #6</u> <u>Procedure #7</u> <u>Procedure #8</u>	
	Secondary Grades 4. Identify complex structures in informational texts and the relationships between the concepts and details in those structures using texts from various disciplines.	<u>Procedure #4</u>	
	Secondary Grades 5. Analyze and synthesize the concepts and details in informational texts.	<u>Procedure #4</u>	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Elementary Grades Pre-K-2 1. Tell about experiences and discoveries, both orally and in writing.	<u>Procedure #3</u> Invite the students to tell what they imagined. Compile a list of offerings. Encourage discussion and mutual sharing. <u>Procedure #8</u> Ask each group to report their ideas to the class.	
	Elementary Grades Pre-K-2 3. Respond to remarks or statements orally and in writing.	<u>Procedure #9</u>	
	Elementary Grades 3-4 4. Report orally and summarize personal discoveries they have made as a result of reading and viewing.	<u>Procedure #9</u>	

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	Elementary Grades 3-4 6. Summarize central concepts from oral presentations.	<u>Procedure #9</u>	
	Middle Grades 5-8 3. Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.	<u>Procedure #9</u> <u>Procedure #10</u>	
	Secondary Grades 4. Evaluate the remarks and oral presentations of others to find the key ideas, and explain the ways in which these ideas were developed.	<u>Procedure #9</u>	
English/Language Arts F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.	Elementary Grades Pre-K-2 2. Use oral language appropriate to the level of formality required.	<u>Procedure #3</u> Invite the students to tell what they imagined. Compile a list of offerings. Encourage discussion and mutual sharing. <u>Procedures #6 and #7</u> <u>Evaluation #2</u> Name three reasons that wetlands are important.	
	Elementary Grades 3-4 1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain . . .	<u>Procedure #9</u>	
	Elementary Grades 3-4 2. Use the level of language formality required in a variety of speaking situations.	<u>Procedure #9</u> <u>Procedure #10</u>	
	Middle Grades 5-8 1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain . . .	<u>Procedure #9</u>	
	Middle Grades 5-8 2. Demonstrate command of the conventions necessary to make an informal speech or presentation, effectively engaging peers and fielding	<u>Procedure #10</u>	

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	responses.		
	Secondary Grades 1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain . . .	<u>Procedure #9</u> <u>Procedure #10</u> <u>Evaluation #2</u> Describe how wetlands are important to each.	
	Secondary Grades 2. Demonstrate how language usage may depend on the situation.	<u>Procedure #7</u> <u>Procedure #8</u>	
	Secondary Grades 3. Demonstrate command of the conventions involved in a formal speech, effectively engaging peers during presentation and fielding responses afterwards.	<u>Procedure #9</u> <u>Evaluation #1</u> Explain why wetlands are called one of the world's most productive ecosystems. <u>Evaluation #2</u> . . . Select five species of animals and describe how wetlands are important to each.	
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Elementary Grades 3-4 4. Write pieces that show awareness of a variety of intended audiences and identifiable purposes.	<u>Procedure #9</u> Following discussion and review of the functions represented by each metaphor, ask the students to summarize the major roles that wetlands perform in contributing to habitat for wildlife. List the ways in which wetlands are important to humans, why do humans convert wetlands to other uses? Ask them if their own attitudes about wetlands are different now. If yes, how? If not, why not?	
	Middle Grades 5-8 3. Write pieces and deliver oral presentations that use structures appropriate to audience and purpose.	<u>Procedure #9</u>	
	Middle Grades 5-8 6. Write and deliver oral presentations that achieve distinct purposes (e.g., to summarize, to narrate, to inform, to explain).	<u>Procedure #4</u> <u>Procedures #6 and #7</u> <u>Procedure #8</u> Ask each group to report their ideas to the class. <u>Procedure #9</u>	
	Middle Grades 5-8 8. Write pieces and deliver oral presentations that include a variety of sentence structures appropriate to the purpose.	<u>Procedure #9</u>	

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	Middle Grades 5-8 10. Deliver oral presentations that use a variety of strategies of address (e.g., eye contact, hand gestures, voice modulation, changes of rhythm).	<u>Procedure #8</u> <u>Procedure #9</u>	
	Secondary Grades 2. Write pieces and deliver oral presentations that effectively use descriptive language to clarify, enhance, and develop ideas.	<u>Procedure #8</u> <u>Procedure #9</u>	
	Secondary Grades 3. Write pieces and deliver oral presentations that include a variety of sentence structures and lengths.	<u>Procedure #8</u> <u>Procedure #9</u>	
	Secondary Grades 4. Write pieces and deliver oral presentations that are targeted for various audiences (e.g., informed or uninformed, sympathetic or hostile).	<u>Procedure #8</u> <u>Procedure #9</u>	
	Secondary Grades 5. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).	<u>Procedure #8</u> <u>Procedure #9</u>	
	Secondary Grades 6. Write pieces and deliver oral presentations that effectively employ explicit transitional devices in order to change a situation or to move the reader/listener through the piece.	<u>Procedure #8</u> <u>Procedure #9</u>	
	Secondary Grades 7. Write pieces and deliver oral presentations in which the organization of the work follows from the purpose.	<u>Procedure #7</u> ... describe the relationships between their metaphoric object and the wetland. Encourage the students to build on each other's ideas. . . <u>Procedure #8</u> Ask each group to report their ideas to the class.	

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		<u>Procedure #9</u>	
	Secondary Grades 8. Write pieces and deliver oral presentations in a personal style, with a discernible voice and effective wording.	<u>Procedures #7 and #8</u> <u>Procedure #9</u>	
	Secondary Grades 9. Write essays and deliver oral presentations that reliably support and provide details for the explicitly stated generalizations.	<u>Procedures #7 and #8</u> <u>Procedure #9</u>	
	Secondary Grades 10. Make effective use of a variety of techniques to provide supporting detail (e.g., analogies, anecdotes, illustrations, detailed descriptions, restatements, paraphrases, examples, comparisons) in written work and oral presentations.	<u>Procedures #7 and #8</u> <u>Procedure #9</u>	
	Secondary Grades 11. Make effective use of a variety of techniques for introducing and representing ideas and insights in written work and oral presentations.	<u>Procedures #7 and #8</u> <u>Procedure #9</u>	
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Elementary Grades Pre-K-2 1. Develop a search strategy which uses appropriate and available resources.	<u>Procedure #4</u> With their list as a point of reference, help the students identify which plants and animals are actually most likely to be found in a wetland. Have them classify the plants and animals according to the kind of wetland in which they would be found.	
	Elementary Grades Pre-K-2 2. Formulate questions to ask when gathering information.	<u>Procedure #4</u>	
	Elementary Grades Pre-K-2 3. Record and share information gathered.	<u>Procedure #4</u> <u>Procedures #7 and #8</u>	
	Elementary Grades 3-4 1. Ask and seek answers to questions.	<u>Procedure #4</u>	
	Elementary Grades 3-4 2. Use print and non-print resources (e.g., encyclopedias, dictionaries, people, indexes) to gather information on research topics.	<u>Procedure #4</u>	



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	Elementary Grades 3-4 4. Distinguish between facts encountered in documents, narratives, and other sources and the generalizations or interpretations a person draws concerning those facts.	<u>Procedure #4</u>	
	Middle Grades 5-8 1. Collect and synthesize data for research topics from interviews and field work, using note taking and other appropriate strategies.	<u>Procedure #4</u>	
	Middle Grades 5-8 2. Separate information collected for research topics into major components based on relevant criteria.	<u>Procedure #4</u>	
	Middle Grades 5-8 3. Create bibliographies.	<u>Procedure #4</u>	
	Middle Grades 5-8 4. Use available catalogs to locate materials for research reports.	<u>Procedure #4</u>	
	Secondary Grades 5. Use government publications, in-depth field studies, and almanacs for research.	<u>Procedure #4</u>	
	Secondary Grades 7. Identify and use a variety of news sources (e.g., newspapers, magazines, broadcast and recorded media, artifacts), informants, and other likely sources for research purposes.	<u>Procedure #4</u>	
	Secondary Grades 9. Make extensive use of primary sources when researching a topic and carefully evaluate the motives and perspectives of the authors.	<u>Procedure #4</u>	
	Secondary Grades 11. Evaluate information for accuracy, currency, and possible bias.	<u>Procedure #4</u>	

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	Secondary Grades 12. Report orally, using a variety of technological resources to present the results of a research project.	<u>Procedure #4</u> <u>Procedure #6</u> <u>Procedures #7 and #8</u> <u>Procedure #9</u>	
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### *Wetland Metaphors*

*After finishing up a unit investigating and writing about the many and varied habitats of Maine, middle school students took a field trip to Swan Island, in the Kennebec River in Richmond. There, many different habitats, including wetlands, are found on the one island and are easily recognizable. After taking the historic truck tour through the middle of the 4 mile long island, and identifying different habitats along the way, (woodlands, wetlands, ponds, fields, river, tidal mudflats, and more!) students were asked to zero in on the benefits of wetlands to wildlife, and to us. After their classroom research of the previous week, individuals were able to list, and point out during the island tour, many of the beneficial functions of different kinds of wetlands. The southern tip of Swan Island juts out into Merrymeeting Bay, the largest freshwater tidal estuary on the Atlantic coast, and the confluence of 7 rivers, including the Kennebec and Androscoggin rivers. The Metaphor Mystery Bag appeared, and teams drew an item from the bag that represents the function of a wetland. After several minutes of note-taking, examples and discussion, each team presented their item to the rest of the group, and gave a short talk on how the item related to the function of a wetland. The activity was a good wrap up to gauge students' understanding of the value of wetlands, give an oral presentation, and work together in teams. Students were then asked to individually write up their metaphoric discussions, and link them to a wetland site or experience they had while on the island.*

## AQUATIC WILD Links/English Language Arts

Activity Title: BLUE RIBBON NICHE			Activity Guide Page #: 72
Objective(s): Students will: 1) identify different organisms that live in riparian ecosystems; 2) describe the ecological role of some organisms in riparian habitats; 3) describe some basic characteristics of riparian habitats; and 4) evaluate potential positive and negative effects from changes in riparian habitats.			
Method/Overview: Students create a variety of representations of animals that live in riparian habitats.			
Subject Area(s): Science, Language Arts			Grade Level(s): 5-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Middle Grades 5-8 2. Reflect on what has been discovered and learned while reading, and formulate additional questions.	<u>Procedure #2</u> You may want the students to consult references. Also, without additional research, many animals may not be identified research, many animals may not be identified which do live in the area.	
	Middle Grades 5-8 4. Use specific strategies (e.g., rereading, consultation) to clear up confusing parts of a text.	<u>Procedure #2</u>	
	Middle Grades 5-8 8. Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).	<u>Procedure #2</u>	
	Middle Grades 5-8 9. Explain orally and defend opinions formed while reading and viewing.	<u>Procedure #2</u>	
	Middle Grades 5-8 10. Adjust viewing and listening strategies in order to comprehend materials viewed and heard.	<u>Procedure #2</u>	
	Middle Grades 5-8 11. Generate and evaluate the notes they have taken from course-related reading, listening, and viewing.	<u>Procedure #7</u> Ask each student to go to his or her animal – one by one – to tell about the animal, its characteristics, its habitat and its niche in three or four sentences . . .	

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	Secondary Grades 1. Demonstrate an understanding that reading is a gradual process of constructing meaning and revising initial understandings.	<u>Procedure #2</u>	
	Secondary Grades 2. Demonstrate an understanding that a single text will elicit a wide variety of responses, each of which may be the point of view of the individual reader or listener.	<u>Procedure #2</u>	
	Secondary Grades 3. Identify the author's purpose and analyze the effects of that purpose on the text.	<u>Procedure #2</u>	
	Secondary Grades 8. Find the meaning of relatively uncommon technical terms used in informational texts.	<u>Procedure #2</u>	
	Secondary Grades 9. Identify the philosophical assumptions and basic beliefs underlying a particular text.	<u>Procedure #2</u>	
	Secondary Grades 11. Represent key ideas and supporting details in various written forms (e.g., outline, paraphrase, concise summary).	<u>Procedure #2</u>	
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Middle Grades 5-8 9. Apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries) which have an appropriate complexity of content and sophistication of style.	<u>Procedure #2</u>	
	Middle Grades 5-8 10. Demonstrate an understanding of the defining features and structure of literary texts encountered at this level.	<u>Procedure #2</u>	
	Secondary Grades	<u>Procedure #2</u>	

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	8. Apply mature strategies to the reading and interpretation of lengthy adult level nonfiction texts with appropriate complexity of content and sophistication of style.		
English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Middle Grades 5-8 4. Use knowledge of the fundamental parts of speech when writing and speaking.	<u>Procedure #2</u> <u>Procedure #7</u> <u>Evaluation #1</u> Identify and describe the habitat and niche of each of these organisms: raccoon, frog, fish, heron, mosquito. <u>Evaluation #2</u> Name three other animals that are common in riparian ecosystems in your area. What is the niche of each?	
	Secondary Grades 1. Demonstrate an understanding of the relationship among perception, thought, and language.	<u>Procedure #3</u> Have the students each choose an organism from the list. . . . create an art form representation of their animal. . . use drawing, painting, collage, sculpture, magazine images – or any other art form of their choice . . . <u>Procedure #9</u> Now ask the students to consider things that might change this riparian zone so as to affect how suitable the habitat would be for the animals living there. . . <u>Procedure #12</u> Ask the students to summarize what they have learned about niche, habitat and riparian environments. . .	
English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Middle Grades 5-8 1. Seek appropriate assistance when attempting to comprehend challenging text.	<u>Procedure #2</u>	
	Middle Grades 5-8 2. Identify useful information organizing strategies.	<u>Procedure #2</u>	
	Middle Grades 5-8 4. Identify different ways in which informational texts are organized.	<u>Procedure #2</u> <u>Procedure #3</u>	
	Middle Grades 5-8 5. Produce and support generalizations	<u>Procedure #3</u>	

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	acquired from informational text.		
	Middle Grades 5-8 6. Describe new knowledge presented in informational texts and how it can be used.	<u>Procedure #2</u>	
	Middle Grades 5-8 7. Identify common technical terms used in informational texts.	<u>Procedure #2</u>	
	Middle Grades 5-8 8. Use the various parts of a text (index, table of contents, glossary) to locate specific information.	<u>Procedure #2</u>	
	Secondary Grades 1. Scan a passage to determine whether a text contains relevant information.	<u>Procedure #2</u>	
	Secondary Grades 2. Distinguish between apparent fact and opinion in nonfiction texts.	<u>Procedure #2</u>	
	Secondary Grades 3. Use discussions with peers as a way of understanding information.	<u>Procedure #2</u> <u>Procedure #8</u> . . . discuss the concepts of niches, habitats, and the interrelatedness of all organisms in any ecosystem . . <u>Procedure #4</u> The students should become familiar with how the organism they have chosen “makes a living.” That is, they should know its “occupation” in the habitat – its niche. They should know what animals or plants their organism depends upon and which organisms depend upon their animal . . .	
	Secondary Grades 5. Analyze and synthesize the concepts and details in informational texts.	<u>Procedure #2</u>	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Middle Grades 5-8 3. Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.	<u>Procedure #8</u>	
	Secondary Grades 4. Evaluate the remarks and oral presentations of others to find the key	<u>Procedure #8</u> <u>Procedure #9</u> <u>Procedure #10</u>	

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	ideas, and explain the ways in which these ideas were developed.	Have one or two students volunteer to demonstrate and evaluate the consequences of a change that would damage the habitat for one or more of the animals. . .	
English/Language Arts F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.	Middle Grades 5-8 2. Demonstrate command of the conventions necessary to make an informal speech or presentation, effectively engaging peers and fielding responses.	<u>Procedure #8</u>	
	Secondary Grades 2. Demonstrate how language usage may depend on the situation.	<u>Procedure #8</u> <u>Procedure #12</u> Ask the students to summarize what they have learned about niche, habitat and riparian environments. . .	
	Secondary Grades 3. Demonstrate command of the conventions involved in a formal speech, effectively engaging peers during presentation and fielding responses afterwards.	<u>Procedure #8</u>	
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Middle Grades 5-8 3. Write pieces and deliver oral presentations that use structures appropriate to audience and purpose.	<u>Procedure #2</u>	
	Middle Grades 5-8 6. Write and deliver oral presentations that achieve distinct purposes (e.g., to summarize, to narrate, to inform, to explain).	<u>Procedures #3 and #9</u>	
	Middle Grades 5-8 10. Deliver oral presentations that use a variety of strategies of address (e.g., eye contact, hand gestures, voice modulation, changes of rhythm).	<u>Procedure #7</u> Ask each student to go to his or her animal to tell about he animal, its characteristics, its habitat and its niche in three or four sentences. .	
	Secondary Grades 2. Write pieces and deliver oral	<u>Procedure #7</u>	

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	presentations that effectively use descriptive language to clarify, enhance, and develop ideas.		
	Secondary Grades 3. Write pieces and deliver oral presentations that include a variety of sentence structures and lengths.	<u>Procedure #7</u>	
	Secondary Grades 4. Write pieces and deliver oral presentations that are targeted for various audiences (e.g., informed or uninformed, sympathetic or hostile).	<u>Procedure #7</u>	
	Secondary Grades 5. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).	<u>Procedure #7</u>	
	Secondary Grades 6. Write pieces and deliver oral presentations that effectively employ explicit transitional devices in order to change a situation or to move the reader/listener through the piece.	<u>Procedure #7</u>	
	Secondary Grades 7. Write pieces and deliver oral presentations in which the organization of the work follows from the purpose.	<u>Procedure #7</u>	
	Secondary Grades 8. Write pieces and deliver oral presentations in a personal style, with a discernible voice and effective wording.	<u>Procedure #7</u>	
	Secondary Grades 11. Make effective use of a variety of techniques for introducing and representing ideas and insights in written work and oral presentations.	<u>Procedure #7</u>	
English/Language Arts H. Research-Related Writing and Speaking	Middle Grades 5-8 1. Collect and synthesize data for research topics from interviews and	<u>Procedure #2</u> <u>Procedure #6</u> Ask the students to disperse and place their “animals” in	



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Students will work, write, and speak effectively when doing research in all content areas.	fieldwork, using note taking and other appropriate strategies.	appropriate settings within the habitat – places in which their animals would live. . .	
	Middle Grades 5-8 2. Separate information collected for research topics into major components based on relevant criteria.	<u>Procedure #2</u>	
	Middle Grades 5-8 5. Use indexes to periodical literature to locate information for research.	<u>Procedure #2</u>	
	Middle Grades 5-8 6. Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics.	<u>Procedure #2</u>	
	Middle Grades 5-8 7. Use search engines and other Internet resources to collect information for research topics.	<u>Procedure #2</u>	
	Secondary Grades 1. Develop an appropriate strategy for finding information on a particular topic.	<u>Procedure #2</u>	
	Secondary Grades 3. Record significant information from events attended and interviews conducted.	<u>Extension #2</u> Investigate what kind of repairs can be done to riparian zones after extensive damage has occurred . .	
	Secondary Grades 4. Identify and use library information services.	<u>Procedure #2</u>	
	Secondary Grades 5. Use government publications, in-depth field studies, and almanacs for research.	<u>Procedure #2</u>	
	Secondary Grades 6. Use CD-ROM, microfiche, and similar resource media for research.	<u>Procedure #2</u>	
	Secondary Grades 7. Identify and use a variety of news sources (e.g., newspapers, magazines, broadcast and recorded media, artifacts), informants, and other likely sources for research purposes.	<u>Procedure #2</u>	

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	Secondary Grades 8. Use search engines and other Internet resources to do research.	<u>Procedure #2</u>	
	Secondary Grades 9. Make extensive use of primary sources when researching a topic and carefully evaluate the motives and perspectives of the authors.	<u>Extension #2</u> Consult wildlife and conservation groups for advice.	
	Secondary Grades 10. Analyze the validity and weigh the reliability of primary information sources and make appropriate use of such information for research purposes.	<u>Extension #2</u>	
	Secondary Grades 11. Evaluate information for accuracy, currency, and possible bias.	<u>Procedure #2</u>	
	Secondary Grades 12. Report orally, using a variety of technological resources to present the results of a research project.	<u>Procedure #7</u> <u>Procedure #8</u> <u>Procedure #9</u> <u>Procedure #10</u>	

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Activity Title: FISHY WHO'S WHO			Activity Guide Page #: 86
Objective(s): Students will: 1) recognize and identify the major species of freshwater or saltwater fish that live in their area; 2) describe various values of fish species in some aquatic ecosystems; and 3) locate places where the fish species occur.			
Method/Overview: Students do an inventory of fish habitats that exist in their area, obtain information about the various fish species that occur in these habitats, and locate the fish species on a map according to where they occur.			
Subject Area(s): Science, Language Arts			Grade Level(s): 4-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.	Elementary Grades 3-4 1. Determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.	<u>Procedure #3</u> Each team identifies possible sources of information about fish and fish habitats in the community, state, or region. Have the teams develop a plan for getting the information.	
	Elementary Grades 3-4 2. Adjust reading speed to suit purpose and difficulty of the material.	<u>Procedure #3</u>	
	Middle Grades 5-8 1. Formulate questions to be answered while reading.	<u>Procedure #3</u>	
	Middle Grades 5-8 2. Reflect on what has been discovered and learned while reading, and formulate additional questions.	<u>Procedure #3</u>	
	Middle Grades 5-8 4. Use specific strategies (e.g., rereading, consultation) to clear up confusing parts of a text.	<u>Procedure #3</u>	
	Middle Grades 5-8 7. Summarize whole texts by selecting and summarizing important and representative passages.	<u>Procedure #3</u> Each team should then use their sources and develop "biographies" for as many of the fish that occur in their area as possible.	

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	Middle Grades 5-8 8. Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).	<u>Procedure #3</u>	
	Middle Grades 5-8 9. Explain orally and defend opinions formed while reading and viewing.	<u>Procedure #3</u>	
	Middle Grades 5-8 10. Adjust viewing and listening strategies in order to comprehend materials viewed and heard.	<u>Procedure #5</u> Have the teams meet and compare the information they got from different sources about the various fish and habitats . . .	
	Middle Grades 5-8 11. Generate and evaluate the notes they have taken from course-related reading, listening, and viewing.	<u>Procedure #5</u>	
	Secondary Grades 1. Demonstrate an understanding that reading is a gradual process of constructing meaning and revising initial understandings.	<u>Procedure #3</u>	
	Secondary Grades 2. Demonstrate an understanding that a single text will elicit a wide variety of responses, each of which may be the point of view of the individual reader or listener.	<u>Procedure #3</u>	
	Secondary Grades 3. Identify the author's purpose and analyze the effects of that purpose on the text.	<u>Procedure #3</u>	
	Secondary Grades 5. Identify the devices an author uses to persuade readers and critique the effectiveness of the use of those devices.	<u>Procedure #4</u> Ask each team to create a set of paintings, sketches, or other illustrations of the fish they have written about in their biographies as well as an illustration of the habitat in which the fish is found . . .	
	Secondary Grades	<u>Procedure #3</u>	

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	8. Find the meaning of relatively uncommon technical terms used in informational texts.		
	Secondary Grades 9. Identify the philosophical assumptions and basic beliefs underlying a particular text.	<u>Procedure #5</u> Through this process of comparing research notes, the students should be able to improve the accuracy and completeness of their descriptions of the various fish and habitats.	
	Secondary Grades 11. Represent key ideas and supporting details in various written forms (e.g., outline, paraphrase, concise summary).	<u>Procedure #3</u>	
English/Language Arts B. Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.	Elementary Grades 3-4 3. Respond to speakers in a variety of ways (e.g., listening attentively, responding politely).	<u>Extension #4</u> Invite a local fish biologist to come and speak to the class about fish and fish habitat in the state, but only after you have created your displays so that the biologist can provide advice and make suggestions.	
	Elementary Grades 3-4 4. Share responses to quality literature with peers, citing reasons and making comparisons to other reading, or viewing, or to life experiences.	<u>Procedure #5</u> Have the teams meet and compare the information they got from different sources about the various fish and habitats. In some cases, the information may not agree. If so, the students might try to determine why.	
	Elementary Grades 3-4 11. Apply effective strategies to the reading and use of nonfiction (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) using texts with an appropriate complexity of content and sophistication of style.	<u>Procedure #5</u>	
	Middle Grades 5-8 2. Identify specific interests and questions and pursue them by identifying pertinent literature and media.	<u>Procedure #3</u> Have each team of students identify possible sources of information about fish and fish habitats in the community, state, or region. . .	
	Middle Grades 5-8 9. Apply effective strategies to the	<u>Procedure #3</u>	

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	reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries) which have an appropriate complexity of content and sophistication of style.		
	Secondary Grades 8. Apply mature strategies to the reading and interpretation of lengthy adult level nonfiction texts with appropriate complexity of content and sophistication of style.	<u>Procedure #5</u>	
English/Language Arts C. Language and Images Students will demonstrate an understanding of how words and images communicate.	Elementary Grades 3-4 1. Identify and evaluate how language use varies according to personal situations and settings (e.g., school, home, and community).	<u>Procedure #1</u> Ask the students what fish they think live in their area. Focus on identifiable boundaries such as their community, state or region . . . <u>Procedure #2</u> Obtain, or have the students, make a large map of the area they have chosen to study showing land as well as major bodies of water . . .	
	Elementary Grades 3-4 3. Identify the use of nonverbal cues in conversations.	<u>Procedure #5</u>	
	Middle Grades 5-8 1. Form conclusions regarding formal, informal, and other varieties of language use, based upon experience.	<u>Procedure #5</u>	
	Middle Grades 5-8 4. Use knowledge of the fundamental parts of speech when writing and speaking.	<u>Procedure #3</u> <u>Procedure #5</u> <u>Evaluation #3</u> List and describe a variety of reasons that fish are important.	
	Secondary Grades 1. Demonstrate an understanding of the relationship among perception, thought, and language.	<u>Procedure #3</u> <u>Procedure #5</u>	
English/Language Arts D. Informational Texts Students will apply reading,	Elementary Grades 3-4 1. Use information contained in chapter and section headings, topic sentences,	<u>Procedure #3</u>	

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listening, and viewing strategies to informational texts across all areas of curriculum.	and summary sentences to construct the main ideas.		
	Elementary Grades 3-4 2. Use various informational parts of a text (e.g., index, table of contents, glossary, appendices).	<u>Procedure #3</u>	
	Elementary Grades 3-4 3. Read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).	<u>Procedure #3</u> <u>Procedure #5</u>	
	Elementary Grades 3-4 4. Summarize informational texts (e.g., identify the main idea or concept and the supporting detail).	<u>Procedure #3</u>	
	Elementary Grades 3-4 6. Understand common technical terms used in instructional and informational texts.	<u>Procedure #3</u>	
	Elementary Grades 3-4 7. Recognize when and how new information in a text connects to prior knowledge.	<u>Procedure #3</u>	
	Middle Grades 5-8 1. Seek appropriate assistance when attempting to comprehend challenging text.	<u>Procedure #3</u>	
	Middle Grades 5-8 2. Identify useful information organizing strategies.	<u>Procedure #3</u>	
	Middle Grades 5-8 4. Identify different ways in which informational texts are organized.	<u>Procedure #3</u>	
	Middle Grades 5-8 5. Produce and support generalizations acquired from informational text.	<u>Procedure #3</u> <u>Procedure #5</u>	
	Middle Grades 5-8 6. Describe new knowledge presented in informational texts and how it can be used.	<u>Procedure #3</u>	

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	Middle Grades 5-8 7. Identify common technical terms used in informational texts.	<u>Procedure #3</u>	
	Middle Grades 5-8 8. Use the various parts of a text (index, table of contents, glossary) to locate specific information.	<u>Procedure #3</u>	
	Secondary Grades 1. Scan a passage to determine whether a text contains relevant information.	<u>Procedure #3</u>	
	Secondary Grades 3. Use discussions with peers as a way of understanding information.	<u>Procedure #5</u>	
	Secondary Grades 4. Identify complex structures in informational texts and the relationships between the concepts and details in those structures using texts from various disciplines.	<u>Procedure #3</u>	
	Secondary Grades 5. Analyze and synthesize the concepts and details in informational texts.	<u>Procedure #3</u>	
	Secondary Grades 6. Explain how new information from a text changes personal knowledge.	<u>Procedure #3</u>	
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Elementary Grades 3-4 1. Identify strengths and weaknesses in their own writing and seek effective help from others.	<u>Procedure #3</u>	
	Elementary Grades 3-4 2. Improve their finished product by revising content from draft to final piece.	<u>Procedure #3</u>	
	Elementary Grades 3-4 3. Use planning, drafting, and revising to produce, on-demand, a well-developed, organized piece that demonstrates effective language use, voice, and	<u>Procedure #3</u>	



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	command of mechanics.		
	Elementary Grades 3-4 4. Report orally and summarize personal discoveries they have made as a result of reading and viewing.	<u>Procedure #3</u> <u>Procedure #5</u>	
	Middle Grades 5-8 1. Identify specific personal strategies, strengths, and weaknesses in writing, and use direct feedback from peers and teachers to revise and polish the content of their finished pieces.	<u>Procedure #5</u> Through this process of comparing research notes, the students should be able to improve the accuracy and completeness of their descriptions of the various fish and habitats.	
	Middle Grades 5-8 2. Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.	<u>Procedure #3</u> <u>Procedure #5</u>	
	Middle Grades 5-8 3. Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.	<u>Procedure #3</u> <u>Procedure #5</u>	
	Secondary Grades 1. Ask pertinent questions during writing conferences and when working alone, using knowledge of personal writing strategies, strengths, and weaknesses to improve one's own writing.	<u>Procedure #3</u>	
	Secondary Grades 2. Reflect on, evaluate, revise, and edit a sequence of drafts to improve and polish finished work.	<u>Procedure #3</u>	
	Secondary Grades 3. Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.	<u>Procedure #3</u>	

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	<p>Secondary Grades</p> <p>4. Evaluate the remarks and oral presentations of others to find the key ideas, and explain the ways in which these ideas were developed.</p>	<u>Procedure #5</u>	
<p>English/Language Arts</p> <p>F. Standard English Conventions</p> <p>Students will write and speak correctly, using conventions of standard written and spoken English.</p>	<p>Elementary Grades 3-4</p> <p>1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain . . .</p>	<p><u>Procedure #3</u></p> <p><u>Procedure #5</u></p>	
	<p>Elementary Grades 3-4</p> <p>2. Use the level of language formality required in a variety of speaking situations.</p>	<u>Procedure #3</u>	
	<p>Middle Grades 5-8</p> <p>1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain . . .</p>	<u>Procedure #3</u>	
	<p>Middle Grades 5-8</p> <p>2. Demonstrate command of the conventions necessary to make an informal speech or presentation, effectively engaging peers and fielding responses.</p>	<u>Procedure #3</u>	
	<p>Secondary Grades</p> <p>1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain . . .</p>	<p><u>Procedure #3</u></p> <p><u>Procedure #5</u></p>	
	<p>Secondary Grades</p> <p>2. Demonstrate how language usage may depend on the situation.</p>	<u>Procedure #3</u>	
	<p>Secondary Grades</p> <p>3. Demonstrate command of the conventions involved in a formal speech, effectively engaging peers during presentation and fielding responses afterwards.</p>	<p><u>Procedure #3</u></p> <p><u>Procedure #5</u></p>	
English/Language Arts	Elementary Grades 3-4	<u>Procedure #3</u>	

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G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	4. Write pieces that show awareness of a variety of intended audiences and identifiable purposes.		
	Elementary Grades 3-4 6. Explain how speakers use physical gestures and eye contact and use this knowledge in their own presentations.	<u>Procedure #5</u>	
	Middle Grades 5-8 3. Write pieces and deliver oral presentations that use structures appropriate to audience and purpose.	<u>Procedure #3</u> <u>Procedure #5</u>	
	Middle Grades 5-8 6. Write and deliver oral presentations that achieve distinct purposes (e.g., to summarize, to narrate, to inform, to explain).	<u>Procedure #3</u> <u>Procedure #5</u>	
	Middle Grades 5-8 7. Write pieces and make remarks that use descriptive language to clarify, enhance, and develop ideas.	<u>Procedure #3</u>	
	Middle Grades 5-8 8. Write pieces and deliver oral presentations that include a variety of sentence structures appropriate to the purpose.	<u>Procedure #3</u>	
	Middle Grades 5-8 9. Write pieces that use a variety of transitional devices (i.e. phrases, sentences, paragraphs).	<u>Procedure #3</u> <u>Procedure #5</u>	
	Middle Grades 5-8 10. Deliver oral presentations that use a variety of strategies of address (e.g., eye contact, hand gestures, voice	<u>Procedure #3</u> <u>Procedure #5</u>	

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	modulation, changes of rhythm).		
	Secondary Grades 2. Write pieces and deliver oral presentations that effectively use descriptive language to clarify, enhance, and develop ideas.	<u>Procedure #3</u> <u>Procedure #5</u>	
	Secondary Grades 3. Write pieces and deliver oral presentations that include a variety of sentence structures and lengths.	<u>Procedure #3</u> <u>Procedure #5</u>	
	Secondary Grades 4. Write pieces and deliver oral presentations that are targeted for various audiences (e.g., informed or uninformed, sympathetic or hostile).	<u>Procedure #3</u> <u>Procedure #5</u>	
	Secondary Grades 5. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).	<u>Procedure #3</u> <u>Procedure #5</u>	
	Secondary Grades 6. Write pieces and deliver oral presentations that effectively employ explicit transitional devices in order to change a situation or to move the reader/listener through the piece.	<u>Procedure #3</u> <u>Procedure #5</u>	
	Secondary Grades 7. Write pieces and deliver oral presentations in which the organization of the work follows from the purpose.	<u>Procedure #3</u> <u>Procedure #5</u>	
	Secondary Grades 10. Make effective use of a variety of techniques to provide supporting detail (e.g., analogies, anecdotes, illustrations, detailed descriptions, restatements, paraphrases, examples, comparisons) in written work and oral presentations.	<u>Procedure #3</u> <u>Procedure #5</u>	
	Secondary Grades 11. Make effective use of a variety of	<u>Procedure #3</u> <u>Procedure #5</u>	

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	techniques for introducing and representing ideas and insights in written work and oral presentations.		
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Elementary Grades 3-4 1. Ask and seek answers to questions.	<u>Procedure #3</u>	
	Elementary Grades 3-4 2. Use print and non-print resources (e.g., encyclopedias, dictionaries, people, indexes) to gather information on research topics.	<u>Procedure #3</u>	
	Elementary Grades 3-4 3. Present information obtained from research in a way that combines various forms of information (e.g., maps, charts, photos).	<u>Procedure #3</u>	
	Elementary Grades 3-4 4. Distinguish between facts encountered in documents, narratives, and other sources and the generalizations or interpretations a person draws concerning those facts.	<u>Procedure #3</u>	
	Elementary Grades 3-4 5. Demonstrate initial understanding of how to cite sources.	<u>Procedure #3</u> <u>Procedure #5</u>	
	Middle Grades 5-8 1. Collect and synthesize data for research topics from interviews and field work, using note-taking and other appropriate strategies.	<u>Procedure #3</u>	
	Middle Grades 5-8 2. Separate information collected for research topics into major components based on relevant criteria.	<u>Procedure #3</u> <u>Procedure #5</u>	
	Middle Grades 5-8	<u>Procedure #3</u>	

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	3. Create bibliographies.		
	Middle Grades 5-8 4. Use available catalogs to locate materials for research reports.	<u>Procedure #3</u>	
	Middle Grades 5-8 5. Use indexes to periodical literature to locate information for research.	<u>Procedure #3</u>	
	Middle Grades 5-8 6. Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics.	<u>Procedure #3</u>	
	Middle Grades 5-8 8. Make limited but effective use of primary sources when researching topics.	<u>Procedure #3</u>	
	Secondary Grades 1. Develop an appropriate strategy for finding information on a particular topic.	<u>Procedure #3</u>	
	Secondary Grades 2. Use referencing while doing research.	<u>Procedure #3</u>	
	Secondary Grades 3. Record significant information from events attended and interviews conducted.	<u>Procedure #3</u>	
	Secondary Grades 4. Identify and use library information services.	<u>Procedure #3</u>	
	Secondary Grades 5. Use government publications, in-depth field studies, and almanacs for research.	<u>Procedure #3</u>	
	Secondary Grades 6. Use CD-ROM, microfiche, and similar resource media for research.	<u>Procedure #3</u>	
	Secondary Grades 7. Identify and use a variety of news sources (e.g., newspapers, magazines, broadcast and recorded media, artifacts),	<u>Procedure #3</u>	

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	informants, and other likely sources for research purposes.		
	Secondary Grades 8. Use search engines and other Internet resources to do research.	<u>Procedure #3</u>	
	Secondary Grades 9. Make extensive use of primary sources when researching a topic and carefully evaluate the motives and perspectives of the authors.	<u>Procedure #3</u>	
	Secondary Grades 10. Analyze the validity and weigh the reliability of primary information sources and make appropriate use of such information for research purposes.	<u>Procedure #3</u>	
	Secondary Grades 11. Evaluate information for accuracy, currency, and possible bias.	<u>Procedure #3</u>	
	Secondary Grades 12. Report orally, using a variety of technological resources to present the results of a research project.	<u>Procedure #3</u>	

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Activity Title: MIGRATION HEADACHE			Activity Guide Page #: 94
Objective(s): Students will: 1) list limiting factors affecting population of migrating water birds; 2) predict the effects of such limiting factors; 3) describe the effects of habitat loss and degradation on populations of migrating water birds; and 4) make inferences about the importance of suitable habitat for migrating water birds.			
Method/Overview: Students role play migrating water birds traveling between nesting habitats and wintering grounds and are subject to hazards at either end of the migration path as well as along the way.			
Subject Area(s): Science, Language Arts, Math, Science, Social Studies, Physical Education			Grade Level(s): 4-12
Standard	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Elementary Grades 3-4 1. Ask and seek answers to questions.	<u>Procedure #9</u> Ask them to try to imagine what seem to be the major factors contributing to habitat loss and degradation. Ask them to make predictions about the effects of these factors. Distinguish between short-term and long-term effects. Distinguish between catastrophic effects and gradual changes. Ask the students to support their hypotheses with evidence, seeking additional information through research if necessary.	





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Activity Title: AQUATIC TIMES			Activity Guide Page #: 126
Objective(s): Students will: 1) identify a diversity of issues related to aquatic organisms and habitats; and 2) develop their own opinions concerning some issues involving aquatic life and habitats.			
Method/Overview: Students will investigate, write and produce a newspaper that features aquatic information and issues.			
Subject Area(s): Language Arts			Grade Level(s): 1-12
Standards	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Middle Grades 5-8 1. Collect and synthesize data for research topics from interviews and field work, using note taking and other appropriate strategies.	<u>Procedure #2</u> Begin the research phase, asking the students to gather information and ideas for their chosen section. Tell them that whatever they compile has to relate to aquatic animals and plants, aquatic habitats, or aquatic-related issues.	
	Middle Grades 5-8 10. Demonstrate initial understanding of proper attribution (e.g., footnotes).	<u>Procedure #2</u> Show the students how to properly acknowledge and credit any sources they use.	<ul style="list-style-type: none"> <li>to demonstrate understanding, students use footnotes in written work</li> </ul>
English/Language Arts E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.	Middle Grades 5-8 1. Identify specific personal strategies, strengths, and weaknesses in writing, and use direct feedback from peers and teachers to revise and polish the content of their finished pieces.	<u>Procedure #4</u> Once the information accumulates and writing begins, encourage the students to share their work with each other. In this way, interests can merge and different talents can be called on . . .	

Activity Title: FACTS AND FALSEHOODS			Activity Guide Page #: 138
Objective(s): Students will: 1) develop criteria for evaluating the quality, balance and fairness of an informational presentation; and 2) evaluate the balance and fairness of informational presentations designed to represent points of view about an environmental topic.			
Method/Overview: Students analyze and evaluate print material according to criteria they establish for quality, balance, and fairness; then develop their own informational presentations using such criteria.			
Subject Area(s): Language Arts, Social Studies, Science			Grade Level(s): 7-12
Standards	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Middle Grades 5-8 6. Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics.	<u>Procedure #1</u> Assemble a file of sample informational brochures from various public or private agencies and organizations. . . Make sure some address aquatic topics or issues. . .	
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Middle Grades 5-8 3. Write pieces and deliver oral presentations that use structures appropriate to audience and purpose.	<u>Procedure #9</u> OPTIONAL: Prepare a set of assignments in which groups of students are to act as the designers and developers of an informational brochure or program. . .	<ul style="list-style-type: none"> <li>must do optional procedure #9 in order to meet standard</li> </ul>
English/Language Arts D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.	Secondary Grades 2. Distinguish between apparent fact and opinion in nonfiction texts.	<u>Procedure #2</u> Does the article cite or list facts? What are they? Does the item make a claim? Is the claim based on or supported by facts or some sort of evidence? . . . <u>Procedure #4</u> Distribute the samples of informational brochures, handouts, or pamphlets that were collected and are related to aquatic and other environmental topics. . .	

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Activity Title: LIVING RESEARCH: AQUATIC HEROES AND HEROINES			Activity Guide Page #: 160
Objective(s): Students will: describe the importance of the accomplishments of local people who have contributed to conserving or preserving aquatic environments.			
Method/Overview: Students identify people through news media, current events or other means who have made contributions to conserving or preserving aquatic environments, research their contributions, including by interviewing them; and write a biography.			
Subject Area(s): Social Studies, Language Arts			Grade Level(s): 7-12
Standards	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Secondary Grades 1. Develop an appropriate strategy for finding information on a particular topic.	<u>Procedure #4</u> Each team should develop a research plan. This should include the outline of any interviews they may want to conduct, whether with the person directly, or with others who know or knew them. . .	<ul style="list-style-type: none"> <li>students should develop their own plans and record responses individually, not just as a team</li> </ul>
	Secondary Grades 3. Record significant information from events attended and interviews conducted.	<u>Procedure #5</u> Conduct the interviews. The basic format for the interview should include any personal history details of note but the major question to be addressed . . .	
	Middle Grades 5-8 1. Collect and synthesize data for research topics from interviews and field work, using note taking and other appropriate strategies.	<u>Procedure #5</u>	
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Middle Grades 5-8 6. Write and deliver oral presentations that achieve distinct purposes (e.g., to summarize, to narrate, to inform, to explain).	<u>Procedure #6</u> Write a biography about the person. Once completed, ask each to give a brief oral report.	<ul style="list-style-type: none"> <li>should be done as an individual, not a team assignment</li> </ul>

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Activity Title: SOMETHING'S FISHY HERE!			Activity Guide Page #: 176
Objective(s): Students will: 1) identify potential cause and effect relationships involving aquatic-related pollution; 2) examine their personal attitudes regarding aquatic pollution; 3) generate and evaluate alternative solutions to problems of aquatic pollution; and 4) outline a plan to initiate environmental action to reduce the negative consequences of aquatic pollution in their communities.			
Method/Overview: Students read and discuss a story, inventing their own endings that lead to environmental action in their community.			
Subject Area(s): Language Arts, Science, Social Studies			Grade Level(s): 2-8
Standards	Performance Indicators (by grade clusters)	Evidence of alignment (text from activity description)	Notes to assure high alignment for every student
English/Language Arts G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.	Middle Grades 5-8 2. Write stories that include major events, develop settings, and deal with problems and solutions.	<u>Procedure #2</u> After the students have all finished, discuss the story with them. Ask the students to think about as many different endings to the story as possible. OPTIONAL: Ask each student to write an ending for the story.	<ul style="list-style-type: none"> <li>must do the optional part of procedure #2; write an ending for the story</li> </ul>

